Strategic Plan

Highlights & Priorities

2003-2004
VISION AND MISSION STATEMENTS

VISION

Chabot College commits to providing educational excellence. This commitment is reflected in a comprehensive range of educational programs and services that meets the needs of its diverse communities.

MISSION

Chabot College is a comprehensive community college that provides quality educational opportunities to all individuals who seek to enhance their knowledge and to improve their skills. The college offers both traditional and non-traditional methods of learning and student support services and activities that foster student learning success and enrichment. The college encourages sensitivity to all cultures, respects diversity among students, faculty and staff, and is responsive to the demands of rapidly changing technology in our global community. In addition, the college provides resources and programs that help students develop a sense of civic and social responsibility and a commitment to life-long learning.

To accomplish this mission, the college provides the following academic programs:

- Technical and Career-Vocational Education programs
- Transfer Education programs to four-year universities
- General Education
- Basic Skills instruction
- English as a Second Language programs
- Community and Continuing Education programs
Theme A:  
**Excellence in Education.**  
**Focus on Teaching & Learning.**

This theme identifies Excellence in Education as the shared central purpose of Chabot College, and is accordingly the pivot of any institutional analysis. The theme focuses on the teaching-learning process within a formal instructional context, yet also addresses how the entire Chabot campus contributes to helping students learn and overall student development.

Priority Objectives: 2003-2004

1. Develop a vision of, and promote an ongoing focus on effective teaching and learning strategies.
2. Increase the effectiveness of course offerings to support student success.
3. Develop a mission-centered comprehensive educational master plan.
4. Develop Basic Skills offerings that meet our students' needs.
5. Develop a distance education plan that identifies the appropriate scope for distance education offerings.

Theme B:  
**Healthy College Community.**  
**Focus on Valuing People.**

This theme explores Chabot’s commitment to the development of the talents and satisfaction of all the people within the college such as faculty, staff, students and administrators since the efforts of all are required for institutional success. It also examines key student services that focus on the development of students outside the classroom.

Priority Objectives: 2003-2004

1. Develop a systematic and centralized staff development function to promote leadership and innovation, orient new personnel to the college, support professional growth, and recognize excellence in education.
2. Rededicate the college to the principles of equity and diversity in a systemic way.

Theme C:  
**Community Service, Partnerships & Collaboration.**  
**Focus on Development of a College Without Boundaries.**

This theme examines how Chabot, a quality-driven institution, knowing it will ultimately be judged by all of those external or internal individuals and groups that have a major stake in the college’s success, works actively to understand their needs. It examines Chabot’s relationships, current and potential, to analyze how they contribute to the college accomplishing its mission.

Priority Objectives: 2003-2004

1. Increase utilization of Chabot facilities and non-academic resources to bring the community to the campus.
2. Develop a campus-wide Experiential Learning Program to extend learning beyond the walls of the classroom.

Theme D:  
**Visioning, Leading and Communicating.**  
**Focus: Managing for Innovation.**

This theme addresses how Chabot’s leadership and communication structures, networks, and processes guide the college in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. The college’s leadership system includes not only those who have day-to-day supervisory or decision-making responsibility to manage the institution, but also the shared governance process and oversight entities such as trustees.

Priority Objectives: 2003-2004

1. Resolve issues of communication, collaboration, and responsibilities for budgeting and service levels between the district and the college.
2. Create effective evaluation policies and procedures for administrators.
3. Establish clear hiring policies and procedures with District Human Resources that are approved by all governance groups and consistently communicated campus-wide.
4. Codify and revise college and governance group procedures.
**Theme E:**
**Planning for Continuous Improvement. Focus on Future and Mission.**

This theme examines how Chabot aligns what it wants, or hopes to do, with what it actually does. It examines the college's planning processes and how its strategies and action plans are helping the college achieve its mission and vision. This theme also examines the system Chabot employs to collect and use data/information to responsibly manage itself, focus on results/outcomes, and to drive performance improvement.

Priority Objectives: 2003-2004

1. Integrate strategic planning and budgeting to drive resource allocations according to priorities for institutional effectiveness.
2. Develop an effective system for conducting ongoing and comprehensive program reviews with usable findings that are integrated into institutional planning and evaluation.
3. Develop tools and systems to enable more effective use of data in decision-making, program review, and assessment of strategic planning activities.

**Theme F:**
**Supporting Operations of the College. Focus on Efficient Service to Core Operations.**

This theme addresses Chabot’s processes that contribute to the achievement of the college’s major objectives, that complement student learning, and that fulfill other portions of the institution's mission. This theme addresses the variety of institutional support processes that, while they do not directly impact student learning, help to provide an environment in which learning can thrive. It examines Chabot’s processes and systems.

Priority Objectives: 2003-2004

1. Improve business practices for efficiency and effectiveness.
2. Finalize, implement, and update Chabot's Master Technology Plan.
3. Develop the college Facilities Plan to examine current

**Theme G:**
**Support for Student Access, Equity and Success. Focus on Student Development.**

This theme examines how Chabot responds to understanding student needs through the organization’s overall ability to develop and deliver services that support student access, development, equity and success. Support services supplement and complement the instructional program.

Priority Objectives: 2003-2004

1. Improve the coordination, quality, and level of student support services to enhance student success and retention.
2. Increase the number of students successfully completing educational objectives, including but not limited to those transferring to four-year colleges and universities, and completing vocational programs and entering the workforce.